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ABSTRACT

Urban Bound was begun in 1967 as an experimental two-phase program to help delinquent boys develop self-confidence and channel their energies appropriately. Phase one, a 21-day mountain program, was designed to build youth-group and youth-instructor relationships, develop self-confidence, provide an acceptable male image, promote communication, and release energy through adventure. Phase two, a 3-month individualized follow-up program of support, recreation, and counseling, was designed to help the youths transfer to the city the lessons they had learned in the mountains. In 1967 and 1968, three groups of probationary youths aged 15 and up were referred to Urban Bound. During phase one they were slow to develop group and instructor relationships; their reactions to stress, the outdoors, and adversity were unpredictable; and they did not respond to standard Outward Bound teaching methods. In phase two, finding suitable meeting places and job opportunities for the boys proved difficult and a volunteer sponsor program was unsuccessful. However, as these problems were solved the program improved. Each group was more successful than the last. Sixty-three percent of the 32 participants did not recidivate by March 1969. (SB)

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Urban Bound Report

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Colorado OUTWARD BOUND School

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COLORADO
OUTWARD BOUND
SCHOOL

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SUBJECT: URBAN BOUND Report

DATE: March 28, 1969

Enclosed is the staff report from the Colorado OUTWARD BOUND School on the Urban Bound project.

In brief we can report the following:

1. 32 young men judged delinquent by the Juvenile Court of Denver successfully completed the Urban Bound course.

2. Of these, 21 have not been in trouble since the course - - 63%.

3. 11 have committed subsequent offenses - - a 37% recidivism rate.

4. Of these 11, 2 now have jobs, 2 are back in school, 1 is in the Metro Youth Center's drop-out academy, another is reported relating more effectively since the course.

5. In the case of the remaining 5, or 15%, there seems to have been little positive observable gain.

6. Seen as a part of a continuum, as one part of a rehabilitative program, along with the court's probation service, the schools, jobs, the community resources of the YMCA - - 85% of this delinquent group were positively influenced and helped by the program.

As a result of the reasonably successful results of the project, the Colorado OUTWARD BOUND School has become involved in a series of programs modeled on Urban Bound. MANPOWER CHALLENGE is a job development program with industry

to train the hardcore unemployed, funded by the Adolph Coors Company, Gates Rubber Company, and Mountain States Telephone Company. Out of 42 trainees to complete the course, 31 are still on jobs, 2 are in the military, and 1 has received a scholarship for college. Another program has been developed for school drop-outs in Palmer High School, Colorado Springs, as a part of a community program funded by the El Pomar Foundation. Seven gang members from South Chicago have recently completed a similar course developed in cooperation with Young Life, a private community organization in Chicago, with support from private citizens.

We plan to continue the program, and if possible, to expand it. Some changes are recommended. The Juvenile Court of Denver has found it impossible to provide a probation officer for the project beyond the first year, because of the increased case load their staff have had to assume. Furthermore, we discovered the project staff were severly hampered in the follow-up phase 1) by the geographic spread of the students across the city, and 2) by not having a place to meet. The project would have been more effective given a community based institutional structure within which to develop a follow-up program. Too much energy went into creating the structure.

These needs can be effectively met by the Northeast Denver Extension of the Metropolitan Youth Center. The center has been developed for drop-outs and school problems. The atmosphere is friendly and informal, the program individual and flexible, picking up students where they are. Counselling is a key function. The Director, Mr. Art Bragg, is a highly successful counsellor with the Denver Public Schools, and has worked closely with OUTWARD BOUND for a number of years in East High School, on the project funded by the Lawrence Phipps Foundation.

The most significant achievement of the project has been the conclusive demonstration of the fact that OUTWARD BOUND can operate effective courses, designed to meet the needs of many delinquent youth. OUTWARD BOUND can help disorientated youth gain confidence in their own abilities. It can give them opportunity to relate effectively with adults, a more acceptable set of social goals. The Urban Bound project has been a most successful pioneering venture.

Sincerely yours,

Joseph J. Nold
Director

JJN:skb
Enclosure

U R B A N B O U N D

A Report to the

BOETTCHER FOUNDATION and to the DONNER FOUNDATION

by the

COLORADO OUTWARD BOUND SCHOOL

March, 1969

TABLE OF CONTENTS

Background..... 1

Mountain Phase..... 5

Follow-Up Program.....15

Results.....26

Appendices

A - OUTWARD BOUND School Gives Youth Fresh Outlook.....33

B - Delinquency and the OUTWARD BOUND Program.....34

C - Letter from the Denver Public Schools.....35

D - Newspaper Articles on Urban Bound Project.....36

E - Volunteer Sponsor's Information Sheet.....37

F - Urban Bound Probation Officer's Questionnaire.....39

G - Comments from Larry Gilmore of the Juvenile Court.....41

H - Instructor's Student Report Sample from UB 3.....42

BACKGROUND

Because OUTWARD BOUND is oriented to the problems of youth, since its beginning in 1962 the Colorado OUTWARD BOUND School has included on most of its courses delinquent youth in the ratio of approximately one to every ten students. Follow-up studies showed that they benefited in many ways from the experience of being placed in a group of more highly motivated boys.

During the summer of 1966 for the first time the school ran an experimental 12-man patrol made up entirely of boys from a reformatory in Massachusetts. The success of this experience indicated that similar courses should be run in the future.

With its summer programs alone OUTWARD BOUND was able to reach a very small portion of delinquent or problem youth. It became evident that if the success of this technique with such youth were to involve greater numbers then new avenues of development needed to be explored.

With this in mind the Colorado school developed a number of experimental projects to test the validity of OUTWARD BOUND in an adaptive setting. The first was with Job Corps in the winter of 1966. A promising pilot project was run in the Job Corps Conservation Center at Collbran, Colorado. OUTWARD BOUND personnel associated with this project then came back to the school to apply their experience in working with the youth typical of Job Corps - those with low motivation, school drop-outs, those without marketable skills or knowledge, underachievers, etc.

In the fall of 1966 OUTWARD BOUND began a program in Adams City High School, funded by a federal grant under Title III of the Elementary and Secondary Education Act of 1965. Here the emphasis was on motivation, the focus on the school drop-out and the low achiever. Concepts of action-oriented education were incorporated to the school curriculum. A mountain motivation course for which students were released from school for a period of twenty-one days proved successful in helping students

gain a new perspective and attitude toward their school involvement. OUTWARD BOUND activities in the school provided interaction between the teachers and students and caused a new awareness of each other's needs and interests. Rapport developed.

In September, 1966, the Colorado OUTWARD BOUND School and the Denver Juvenile Court planned an experimental course involving 12 boys on probation. Students were recruited by the probation officers of the court for a two-week modified OUTWARD BOUND course in the mountains. The Camp Tahosa Boy Scout Camp near Ward, Colorado, was used as the site, and nine of the eleven who began the course completed it. A month later probation officers reported positive changes on the part of eight who had either found jobs, returned to school, or signed up for the armed forces.

"On the basis of our results at Camp Tahosa, we believe it is possible to take a group of delinquent boys, between sixteen and eighteen, from an urban environment into the mountains, and without the benefit of more highly motivated boys along, bring about significant changes in attitudes and behavior. It is still too early to evaluate the long-range results of this program, but with adequate follow-up procedures, we feel that other programs of this nature could be even more effective." This was written at the conclusion of the Tahosa project and prompted the Colorado OUTWARD BOUND School and Judges Philip Gilliam and Ted Rubin of the Juvenile Court of Denver to submit proposals to the Boettcher Foundation and to the Donner Foundation for funds to extend this work with problem youth and to refine urban adaptions of OUTWARD BOUND.

With the support of the Boettcher Foundation and the Donner Foundation, each of whom contributed $10,000, the Colorado OUTWARD BOUND School embarked upon a joint program with the Juvenile Court of Denver in the fall of 1967. Titled "Urban-Based OUTWARD BOUND Program for Delinquent Youth," its aim was to provide young men on probation an opportunity to channel their energies in an acceptable direction and

through facing and overcoming the challenges of OUTWARD BOUND to build self-confidence and self-esteem to help them function more successfully in society.

In cases where the youth involved was still in school, the Denver Public Schools gave full cooperation and gave the students credit for their involvement in the Urban Bound program, as it came to be called.

The probation counselors of the Juvenile Court were requested by Judges Ted Rubin and Philip Gilliam to refer probationers as candidates for the course. All were on sustained petitions from the Juvenile Court and from all indications were headed toward one of the state correctional institutions.

Once a lad was referred to Urban Bound a case history was prepared by the staff from material supplied by the probation officers and an interview was held with each of those recommended. The group then selected were at least 15 years old, had a history of inability to function in the home, school, and community, were of at least average intelligence, and had no physical handicaps. Interviews were held with the boy and his family to explain the project and its objectives.

Each student was given a complete medical examination by the physician of the Denver Juvenile Hall. Psychological testing was conducted by Dr. William Freeman, court psychologist, in consultation with Dr. Bernard Spilka, Associate Professor of Psychology, Denver University. Five tests were used: Jesness Personality Inventory, Spilka's Opinion Inventory, Chicago Non-Verbal Examination, Minnesota Vocational Interest Inventory, and Offer's Self-Image Questionnaire.

The Denver Juvenile Court contributed the salary of a court probation officer who was assigned full time to Urban Bound. The Colorado OUTWARD BOUND School supplied a full-time instructor and several program planning specialists and logistics personnel in addition to necessary outdoor equipment and vehicles for transportation. Gary Templin, Associate Director of the Colorado OUTWARD BOUND

School, and Dr. William Freeman, Psychologist of the Denver Juvenile Court, planned and supervised the project.

The program was planned to encompass three groups of students with 21 days in the mountains and a three-month follow-up period in the city for each group.

MOUNTAIN PHASE

Each of the three mountain-phase programs run during the year of experimentation differed slightly from one another. Every course added new information concerning the boys' reaction to the OUTWARD BOUND technique and environmental conditions. The continuous staff evaluation process enabled the project to be run increasingly more effectively each course for these homogeneous groups of juvenile delinquents.

The first mountain program was run during November, 1967, at Emerald Valley Boys' Ranch owned by the Colorado Springs Boys' Club. This program operated out of a base-camp facility and served as a proving ground for using modified summer procedures during a winter course.

During the course an instructor sustained a slight injury and was replaced early in the development of the program, complicating the course somewhat. The students became reluctant to leave the base-camp facility, and this hindered their involvement in all the outdoor activities so essential to an OUTWARD BOUND experience. Group discussions were difficult, and student participation was hard to create.

The second mountain program was run in March, 1968, at the same site. During this course the base-camp facility was used only occasionally and the students did not become dependent on it. The addition of logistics personnel aided the program staff in running a more refined program that met the needs of the students. It allowed increased time for discussion and group counseling which became an effective means of the group's releasing pent-up energy in an acceptable way. Many ideas were incorporated into this program which were learned from the previous course.

The third mountain program was run during September, 1969. It was a completely mobile course which occasionally used the summer base-camp facilities at Marble and Ryan's Ranch in the San Juan Mountains. The course included an

expedition through the Black Canyon of the Gunnison River. This course combined the activities of the Juvenile Court patrol with two other patrols of students in the drop-out stream from two Colorado high schools. The patrols remained separate but involved in the same activities. This course was the most effective of the three based upon student involvement and accomplishments of the individual and the group.

The goals of the mountain phase of the program were based on the traditional OUTWARD BOUND residential program. They were:

1) To establish relationships between the boy and the instructor in a neutral environment. To confront and solve problems together.
2) To create a group identity, a reference group, and learn to work together and to help one another.
3) To enhance the youth's self-image by helping him overcome a graded set of physical and mental challenges. Resulting self-confidence would enable the youth to contribute to the total group.
4) To provide the youth with an acceptable male image.
5) To promote communication through group discussion. Better understanding of own and others' needs and thereby better human relations.
6) To provide legitimate adventure as an acceptable release, resulting in a better appreciation of recreation and leisure time activities.

The group process was slow in developing in these boys. Interpersonal conflict developed as a result of their inability to live and function together in the strange new environment. A testing process which included arguments, bickering, and occasional fist fights, became characteristic of the first steps in establishing a group. The constant testing of each other seemed the way they set up a pecking order. This order of rank was how they elected leaders and how attitudes in the group were established.

The establishment of a relationship between the instructor and the student was gradual. The students time and again tested the instructors in various situations to determine how far they could be pushed. As more difficult activities were included in the program, the students began to accept the instructor as a person upon whom they could rely. The best situations tended to be the ones where the students and instructors were working together to solve a problem. The intensity of the involvement in the mountains, twenty-four hours a day, and the elimination of outside influences aided the development of relationships. The depth of the relationships became very evident upon the return to Denver where they continued to grow as more trying situations were faced.

The instructor was the central person in the process, and a strong, understanding, and sensitive man is required for the job. In the initial exploratory get-acquainted phase of the course, the instructor must work very closely with the group. He was the person they were trying to size up. How far could he be trusted? How capable is he?

OUTWARD BOUND provides endless opportunities for building such trust. The problems of food and shelter are basic. Helping them to cook unrecognizable food such as powdered eggs, powdered milk, and dried meat, helping to rig a shelter that will keep off the rain or snow - skills they don't have - these are the instructor's first concern and they marvel at his skill and ingenuity.

Too little thought was given in the early stages of the program to the opportunities for relating experiences to students. The trial and error method of instruction usually used on an OUTWARD BOUND course did not prove particularly successful. Trial is something to be avoided at all costs by insecure people, and error only reinforces their attitudes of failure. To try, one must have the confidence to risk failure.

During the first course the boys were highly negative, vociferous in their objections, repeatedly stating that they would not go along with certain activities and that they were going to quit. Every stress situation produced hostile reaction. Profanity was voluminous. The words were not new, but the combinations and permutations took on new dimensions.

The area that did provide a breakthrough in communications was rock climbing. Here the activity is potentially hazardous. There is reasonable motivation on the part of the student to learn as much as he can for his own safety. There is also the need for the instructor to communicate effectively. The activity is also full of kicks, challenges one's manhood, and is closely related to the syndrome of fear that is easily understood by hardcore youth.

Stress activities with kicks can be used to build dependency, respect, and trust. These activities were popular and the boys requested to opportunity for more exciting activities, such as swinging on the ropes course, rock climbing, and rappelling. There was universal agreement by the youth on the first course that their course should have been harder in this regard. When they saw the film on the Colorado OUTWARD BOUND School they expressed the feeling that they had been cheated. The instructors had let them take the easy way too often instead of forcing them to do more strenuous activities. The youth on the third course, however, who had gone through the highly demanding expedition through the bottom of the Black Canyon of the Gunnison River, expressed a high degree of pride in their performance. When they saw the film they laughed and proudly thought of their experience as being tougher than any in the film.

Free time was most difficult for the group to handle. When occupied in the large-muscle activities of the outdoor program, they could develop a group cohesiveness and identify with a common purpose. However, when time was on their hands, they usually filled the void with aggressive behavior, either

against each other or the premises. During the first course considerable property damage was done, although all of a minor nature. A style of handling this aggressive behavior was adopted by the instructors so that it was effectively reduced and controlled. The group was made responsible for each individual's actions, and a method of group counseling was established. This was very effective so that by the second course destructiveness was largely eliminated.

Because of their active behavior, it was necessary to plan the evenings as carefully and fully as the days. Boxing, wrestling, and games of physical prowess appealed to their aggressive instincts and provided an opportunity to learn to control violence and release pent-up energy.

Group loyalties and the ability to function as a group is underdeveloped in the hardcore youth. Their needs are highly individualistic. They trusted the instructor as an individual because of their respect for his strength, skill, and obvious manly accomplishments. The instructor's role is again central. He has earned their trust and through him they may come to trust others. He can make them aware of the benefits of cooperation, must let them fail enough to appreciate the consequences of lack of cooperation. Opportunities for positive group interaction were created to structure cooperation and mutual help.

The basic skills of group living provided many opportunities for the instructor to interact with the group. He camped with them for the hardcore youth were unable to learn to camp together, as middle-class students will, without his guidance. Tasks were rotated and one student instructed another where possible.

Events such as the wall and beam, iritiative tests, team races, mile competition between groups, etc., were tightly thought out and planned. Held

during the first week of the course they helped the group learn to work together effectively and affiliate.

As each day went by the youth accumulated success experiences which made it possible for them to confront new challenges with greater ease. Though the objections to new experiences continued as loud and as strong as ever, the pattern for failure had been broken. All that was needed was for one man to step forward then the rest followed.

Group discussions were held each evening to evaluate the day's program and plan the next day's activities. In the beginning it was hard to engage students in constructive discussion as they were reluctant to talk about their own feelings and involvement and eager to bait each other. The usual period of warming up and shyness characteristic of most new groups was replaced by aggressive testing, vilification, and bravado. Only after a series of these unproductive sessions when the students had finally run out of new epithets for each other were they willing to face issues. As they shared adventure and hardship, they gained new perspective through their own personal involvement. They had more positive experiences to share, and the discussions took a more constructive direction.

Where possible, instruction was done on a one-to-one basis, when the student was free from the need to perform for the benefit of his peers. Free to relate individually with the instructor, many boys who were unruly in the group became warm and receptive.

The usual methods of instruction - learning by doing, trial and error, and non-directive teaching - are predicated upon having the confidence to ask questions, upon curiosity and a desire to know the correct solution. One cannot count on this with hardcore youth. Neither is verbal instruction very effective because many hardcore youth do not understand the vocabulary of typical adults.

Thought had to be given to how one communicates. The most reliable way to instruct was to get in and do things, with the student helping, and on a one-to-one basis.

The students performed best when they were confronted with realistic goals and challenges. Every effort was made to let the immediate challenge and the elements of nature provide the motivation and the discipline.

The reaction to situations of stress was highly unpredictable in these youth. On the fifth day of the first course the students encountered snow and extremely uncomfortable conditions on their first overnight trip. The next morning four of the strongest refused to continue and went back to camp while the rest completed the trip. Then on the following day the four who had quit set out at their own pace with an instructor and completed in one day the route that had taken the others two.

This is the way the students test the strength of the program. Frequently juvenile delinquents are surrounded with an unstable environment and must rely upon a testing-out method of discovering their limits. Not only authoritarian limits but expectation limits. The instructor must be clear in his role as setting expectational limits and then helping the youth to fulfill these on his own. This helps to create an individual pride in the completion of the task.

These youth seem to have a poor attention span and make the teaching of mountaincraft skills difficult. As their dependence upon these skills is enforced by a sustained exposure to nature's environment, they learn only the skills proven to be necessary by previous hardships. During the first course few fathomed the complexities of map and compass as shown by the failure of any final expedition group to successfully complete their selected route. The third group, however, who had spent more time in the

field than the others but a comparatively equal amount of time on map and compass instruction, successfully completed their routes over unknown terrain without getting lost. It would seem then that it is equally important to help these urban-oriented youth feel comfortable and secure in nature's environment by slowly but firmly changing their attitude toward the outdoors. Often the remote location, homesickness, and new way of life have such an unsettling effect upon the student that he drops many of his normal defense mechanisms and either protectively withdraws or violently acts out as a means of compensating. This creates a volatile situation which can be constructively used by an alert instructor to stimulate group discussions and personal introspection. These explosive feelings must be effectively jandled by the instructor and the course must be planned to appropriately use successful, challenging activities whenever they are needed to give the youth a sense of security and accomplishment in the group, in the outdoors, and with the instructor.

The impact of the wilderness needs to be understood. Instead of the thrill and excitement experienced by many youth in the mountains, hardcore youth feel deeply threatened. Mountains are not beautiful. The night is hostile. Animals lurk behind rocks and trees. They are much more uncomfortable with the cold. Bad weather, being wet and cold early in the course, is demoralizing. Many are afraid of height and are not accustomed to trusting such things as ropes and carabiners.

While most hardocre youth learn to contend with such irrational fears on the course, the instructor must understand that they do exist and are very real to the individual experiencing them.

Hardcore youth are highly sensitive to how people feel about them. They spot a phony immediately, pick up weakness intuitively. But they

are likewise responsive to fair treatment, and even though little is communicated verbally they are responsive to strong leadership that is fair. Their sense of justice and fairness is highly developed, for they are used to being promised things by their peers and the adult community that never eventualize.

The youth were very aware of adult attitudes toward them and the purpose of the program. The delinquent youth on the first course confessed to their instructors during the follow-up phase that they felt the mountain program had been an attempt to reform them instead of exposing them to their own feelings. Further questioning and staff analysis revealed that because they were isolated from others in society and placed in a group of other delinquent offenders they could not objectively analyze their own behavior. They felt a need to act out as delinquents because they wished to maintain a tough image to their peers and to resist the program which they thought to be exclusively for reforming them. In the other two courses non-delinquent youth were involved in similar activities with the delinquent patrol, and this eliminated the feelings of the course being a punitive or correctional program only for them instead of a self-awakening.

The solo has become in some ways the peak experience of the course. The stress of three days of loneliness, the lack of food, the opportunity for introspection has a biblical quality about it. It is a time for deep thought and personal insight.

For hardcore youth the traditional goals of solo had to be re-examined. Most of them had never been alone before, certainly not alone at night. At home many shared rooms and even beds with their brothers and sisters. The fear of animals, the swaying trees, wind and roaring water, is deeply ingrained. When still, one said, you could almost hear an insect's heart

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FOLLOW-UP PROGRAM

The follow-up program in Denver was designed to help the student transfer to the city the lessons learned in the mountains. The experiences in the mountain phase are important to these youth as a means of understanding themselves, but often they need the aid of an adult to relate what they learned in nature's environment to their own environment in the city. The follow-up phase is designed for this purpose. In order for this approach to work, the adult who is seeking to advise or counsel the youth must gain the confidence of these youth. In a city environment this building of trust takes a very long time to achieve and a concentrated effort upon the adult's part. The confidence which is created by an OUTWARD BOUND instructor within a 21-day period can be effectively used to continue a relationship on an advisory or counseling level upon the return to the city. This greatly increases the effectiveness of the adult's counseling because the youth has learned to trust what he has to say. The adult has also learned to accept what the youth says and to advise him justly and fairly based upon a deeper understanding of the individual. This increases the possibilities for a more relaxed and honest counseling session by the adult and directly leads to the youth listening to and asking for advice on problems.

The lessons learned in the mountains are generally related to the problems youth face in their lives. It is very common to hear such statements as, "Things aren't as unbearable as I thought they were. I've learned to take things in stride and with an open mind," (Student, C-17) or "I left OUTWARD BOUND with the feeling there was nothing I couldn't do. I still have that feeling. I am aware of things in life that most people will never know. I know what living is." (Student, C-16)

The mountain experience begins the student's introspection and self-examination and the focus is on the adult being the guide who points the way

for the youth to learn for himself. For many youth, once they have begun to learn for themselves in this way they are quick to relate their lessons to the world around them. For delinquent youth the world around them is generally deficient in such things as love, success experiences, understanding, and healthy, acceptable means of releasing pent-up pressures. The delinquent needs to have help in understanding his behavior during the course and likewise requires specialized attention to relate what he has learned in the mountains back into his home and community environment.

An individual program for each student was planned to provide support in helping the youth relate in the following specific areas: a) school, b) jobs, c) recreation, d) family, and e) community.

The following approaches were used:

1. Individual Counseling

   Instructors worked with each student individually to develop increased self-awareness and understanding to help him deal more effectively with problems and growth areas. They spent at least one hour per week providing individual counseling services for each student.

2. Group Counseling

   The whole group met once a week for group discussions, role playing, group dynamics. Also, the students were divided into two smaller groups with those who were attending school in one and those out of school and looking for jobs in the other. These groups met once a week.

3. Family Counseling

   Instructors worked with the families as problems arose. They tried to help the student gain an understanding of his

family situation, and they worked with parents in gaining a better understanding of their sons' problems.

4. Recreation

On afternoons they met individually or in groups. These meetings were informal in nature and usually centered around a counseling session. On week ends return trips to the mountains in small groups were organized, focusing on winter sports. A group of eight students and two instructors took camping equipment and large innertubes and went to the foothills. They camped, sledded and had group discussions around a campfire.

The students fell naturally into two groups - those in school and those who were dropouts. A staff member was assigned to each group. The program for those still in school included:

1. Weekly meetings with the student and a public school official at the school to help uncover school problems. The Urban Bound instructor worked very closely with the teachers and guidance personnel.
2. Tutorial assistance was available to the students through volunteers from the University of Denver Sociology and Education Departments.
3. A semi-formal recreationally oriented weekly meeting to talk about problems relating to the school, family and community, some role playing and group dynamics. These sessions were held informally at such places as the Celebrity Sports Center, pizza parlors, a house on Galapagos Street from the Innercity Parish, the YMCA youth lounge and other rooms, and various other community resources.
4. An informal weekly meeting with each individual in order to deepen the relationship and increase the effectiveness of counseling on personal problems. This was usually done in conjunction with some

recreational activity such as swimming, bowling, billards, etc.

5. Assistance for the students in finding part-time jobs after school and helping the student to understand the responsibility of both work and school. It was extremely difficult to locate part-time jobs.
6. Concentration on the problems the student faced in his home. It was necessary to work with the parents as well in this area in order to help them to better understand the student. This was the biggest single source of irritation and agitation to the student and often forced the instructor into a role of mediator. His relationship with the student was often threatened by an overbearing parent trying to use the adult friend for their own purposes. Several home placements were arranged for two youth and with the aid and counsel of the Juvenile Court a more feasible home environment was found. Many of the student problems were directly related to home or community problems and adequate solutions were difficult to find.

The program for those in the full-time employemnt group included:

1. Developing an individual plan for each student tailored to his needs.
2. Establishing a list of possible full-time employment contacts and familiarizing business personnel with the program.
3. Training students in job-hunting techniques which included the use of employment offices, newspaper advertising, and "pounding the streets." Helping the students develop the confidence to use the resources available to them.
4. Going with the student to interviews for various employment opportunities and helping him to understand how to best present himself to an employer. Sticking with the student until he has found and

held a permanent job. This took a great deal of patience and perserverance since many boys only held a job for several days before dropping it for any number of reasons.

5. Holding weekly group meetings with most of the youth to discuss with each other their problems and successes. Group dynamics and role playing were used to point out deficiencies and strengths. The students discussed one another's faults and helped to reinforce each other through descriptions of successful encounters.
6. Individual counseling to discuss personal problems, work habits, and attitudes - a valuable part of the student's growth which helped him to successfully hold a steady job.
7. Recreational opportunities for the working group and both groups together were planned and carried out on week ends.
8. The program for the group looking for jobs proved very difficult, as job opportunities for this type of individual were at a premium. In order to have an effective job program for boys with the type of background these boys had, it is necessary to have a large supply of available jobs. Each boy needs from three to five placements before he becomes an effective employee. It was not that they didn't want to work, they just didn't know how to accept the responsibility. With each firing and rehiring accompanied by supportive counseling they became stronger and more capable.

The weekly group meetings were a focus for the whole program. Those who missed usually had a good excuse. The development of group dynamics came slowly. It was sometimes possible to involve the students in the understanding of specific attitudes. Once as the group leader was asking each student to describe his recent activities, one student said he had been arrested for using a stolen credit card and was going before the judge the next morning. He was sure he

would not get a fair deal, and he was extremely concerned about what was going to happen. In order to help him see the situation more realistically, the group leader set up a mock trial with one student as judge and one as the probation officer who would present the case. The whole group became involved, some trying to defend the actions of the defendant and others telling him how stupid he was and recommending severe punishment. Several possible sentences were suggested but the judge finally decided upon a one-year probation contingent upon the boy's getting and holding a job. Broken probation meant a trip to Lookout Mountain School for Boys. The important thing was that the boy's anxiety was lessened by getting out in the open all the facts and also that he received a rather severe condemnation by his peers, who were able to make statements that would not have been accepted had they been made by an adult.

Another lad reported with pride that he had quit a job because the manager tried to tell him he was making the milkshakes wrong. The rest of the group was very intolerant of this behavior, even though several had been involved in similar situations. They went to great lengths telling the offender how wrong it was to "mouth off" to the manager, that it would have been better to inquire what was being done wrong and how to improve.

The development of a home base for group sessions proved difficult. The house used during the first course at 912 Galapago Street was not large enough and did not contain sufficient recreational equipment to attract the students. Most of the recreational activities took place in commercial establishments which tended to hinder the possibilities for large group counseling sessions. The wide geographic distribution of the students and a lack of public transportation in areas where they lived limited the contacts with the students to those times when the instructor could provide transportation for the whole group.

The home base must be as attractive and convenient to the student as the corner pool hall if it is to be an informal and effective means of creating useful group counseling.

The Central YMCA was able to provide a much more attractive means of group counseling for the second and third groups. The use of the youth lounge area with its pool table and ping pong facilities provided a stable, relaxed atmosphere for group discussions and an informal activity readily available for use after the meeting. The YMCA provided the two adult instructors with membership cards and an unlimited supply of guest passes so that the adult could use the recreational facilities of the YMCA for individual counseling. This proved highly effective in opening up the youth and provided a structure in which he could learn to control his physical behavior in an acceptable manner.

By the third group, a few of the students involved in school were able to enroll in the newly formed East extension of the Denver Metropolitan High School conducted by Mr. Art Bragg. Since most of these youth have a poor attitude toward school and a history of failure in school, this proved a very adequate way of helping them learn to readjust to the ideas of education.

During the last follow-up program, a volunteer sponsor program was designed for the Urban Bound students. A group of young businessmen volunteered to play the roles of big brothers to these students. Forcing the relationship by requiring it as part of the terms of the delinquent's probation was avoided. Instead, the businessmen were asked to be involved with one boy for a year and to make at least weekly contact with him. (See Appendix D)

The idea was to create a long-term relationship between the youth and a successful, functioning adult. It was hoped that this would provide the youth with stable support after the OUTWARD BOUND instructor phased out. The sponsors

would meet weekly with the youth on a casual basis in addition to helping the youth discover possible part-time job opportunities.

It was discovered after the instructor left that only a superficial relationship was being developed between the sponsor and the youth. It took a very concentrated effort upon the sponsor's part to even get to know the boy and rarely was the sponsor able to fully gain the trust of the boy so that he would seek the sponsor's honest advice or counsel. The relationship had to be promoted by the adult with little initiative taken by the youth except when he could materially gain through the relationship.

This pattern is very typical of many other volunteer or regular counseling programs and building a relationship under these circumstances can prove extremely difficult. Forcing a relationship upon a youth usually destroys all meaning, mutual respect, and freeness of expression. It is equally destructive to the relationship for the adult to go through the testing "cold-shoulder" phase which youth often use to protect themselves and/or to test the sincerity of the adult. After receiving help in finding a job through their sponsors many of the boys purposely avoided further contact. As a result, the volunteer sponsors soon began to feel they were only being used by the youth, and the relationships died within several months in all but one instance. Although the exposure to well-adjusted adults was a broadening experience for these delinquents, the deeply personal relationship and the emotional contact necessary to reach and work with the youth was difficult for the sponsor to establish through only a few hours a week contact.

It became obvious that it was the Urban Bound instructor with whom the students had a meaningful relationship. The boys felt closer to him than they had to any other adult in their lives and sensed enough security to give him their complete trust, unavailable to other adults. This trust was the basis of

the relationship and was not transferable because of its unique origin - born in a unique environment of mutual concern and deep respect which needed no verbal expression, born in the dependency of living together in the mountains of Colorado.

A dilemma persisted, however, in transferring this positive student-instructor relationship into a continuing process of personal growth and social functioning within the student's home environment. Some students grew and matured by this supportive experience and were able to wean themselves from their dependency on the instructor. Early in the program it became evident that it would be impossible to phase the instructor out of his involvement with some of these students before he was to begin another course with a new group. Upon his return, the old students sought him out again for counseling and friendship.

The idea of the adult sponsor to remove dependency from the instructors was basically sound, but with these boys, try as he could, he wasn't part of the instructor-student relationship. He had to start from the beginning and he didn't have 24 hours a day and three weeks in a unique environment to develop this bond. To attempt a duplication during a few hours a week would be false. Sincerity, time, a concentrated environment, and mutual respect grown from mutual concern seems to be the only recipe. The students kept returning to the instructor and bypassing the sponsors. A degree of dependency upon an adult for counseling and leadership is natural, especially necessary for these socially disoriented youngsters.

A situation had to be created where a relationship could be built and continued, where it could be transferred into a regular life, a functioning society in a normal continuing association. Here mutual personality growth would be the expected follow-through - continuance of a unique capacity to

to communication, mutual insight. Natural maturing forces will in time allow the real dependency to phase out and adult relationships to develop. Attitudes toward authority figures are altered as in turn are attitudes toward subordinates. Individuals emerge, each with his own worth.

From these programs and pilot studies, a pattern emerged which is proving successful. In June, 1968, the first Manpower Challenge course was initiated. Hardcore unemployed youth were asked to go through an OUTWARD BOUND course as a condition of their employment with a Colorado corporation. The corporation also sent one of their supervisors through with these men. Here was the built-in follow-through lacking in previous programs. The supervisor would be in the plant, available for counseling. There would be understanding, communication, and respect on a unique basis. There have now been approximately 30 hardcore men through OUTWARD BOUND courses and hired by this corporation. Months later 27 are still employed, and two of those who left did so for military service.

Another group of eight black ex-gang members from Chicago recently went on an OUTWARD BOUND course with their streetworker who returned to Chicago with them. Follow-through again is immediately and consistently available, and the OUTWARD BOUND instructors return to a new group of students having served as the catalyst to bring the adult advisor and his counselees together in a mutually meaningful relationship.

High school administrations have seen the value in these experiences and feel the program is of sufficient value to allow both students and teachers to be released from school to participate in courses. Again the adult follow-through is available for the student when he returns to the school environment.

The important factor in establishing a relationship of mutual respect with a delinquent youth is the follow-through by an adult who has been personally

and emotionally involved in his life rather than a spot follow-up by a sincere, yet previously uninvolved, adult. The time involved in creating this relationship is greatly reduced through an OUTWARD BOUND experience of total commitment.

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RESULTS
Course 1

Boy	Ethnic Group	SCHOOL	Age	Previous Court Filings	Court Filings after U. B. Course November 1967	Probation Officer's Comments December 1968
1	Espano	Lincoln dropout	17	1)Poss of Narcotics Conspiracy	1)Aggravated robbery and conspiracy 2)Accessory during the fact to robbery	Retained some peer associations. Working full time.
2	Anglo	South	16	1)Joyriding 2)Burglary and Theft	None	Improved home situation Less hyper about defying adult authority.
3	Anglo-Espano	East	16	1)Burglary and Theft	1)Burglary and Theft	Poor home environment. Continued relationship with undesirable peers.
4	Anglo	North	15	1)Arson 1962 2)Larceny 1965 3)Larceny 1965 4)Shoplifting 1966 5)Burglary 1967 6)Joyriding 1967	1)Burglary and Theft Committed to Lookout Mountain School for Boys	Poor home environment. Used program for an excuse for extended probation.
5	Espano	Lincoln dropout	17	1)Burglary and Larceny 2)Disturbance 3)Intoxication 4)Burglary and Larceny	None	Positive effect. Showed renewed self-confidence. Pride in new job.
6	Anglo	East	15	1)Burglary, Larceny, Joyriding 2)Burglary 3)Burglary and Theft	None	Home support is poor. Urban Bound may have helped, but it is difficult to say.
7	Espano	Lincoln	16	1)Joyriding 2) Burglary and Larceny 3)Joyriding 4)Burglary	1)Malicious Mischief/ Disturbance 2)Rape	Low IQ. Resists anyone giving him help. Needed longer exposure to your program.
8	Espano	Lincoln dropout	17	1)Assault and Battery 2)Burglary	None	Steady job - doing well Worked for OUTWARD BOUND briefly - good job Relates well.
9	Anglo	East dropout	17	1)Auto Theft 2)Malicious Mischief	None	Entered army - doing well Little behavior change.

(Continued on next page)

RESULTS Course 1 (Continued)

Boy	Ethnic Group	School	Age	Previous Court Filings	Court Filings after U.B. Course November 1967	Probation Officer's Comments December 1968
10	Espano	Lincoln	16	1)Burglary and Theft 2)Larceny	None	Urban Bound helped in attitude at school and home.
11	Anglo	South	15	1)Joyriding 2)Beyond Parental Control	None	Works part-time steadily. Doing better at home.

36% Recidivism Rate

RESULTS
Course 2

Boy	Ethnic Group	School	Age	Previous Court Filings	Court Filings after Course March 1968	Probation Officer's Comments December 1968
1	Anglo/ Espano	Manual	16	1)Burglary 2)Larceny 3)Aggravated Assault 4)Burglary, Theft, Receiving Stolen Goods	None	Increased self-confidence. Doing well in schoool. Working part-time.
2	Negro	Manual	16	1)Joyriding 2)Theft from Motor Vehicle with Other Felonies	1)Theft (Receiving) 2)Theft Shoplifting 3) " Shoplifting 4)Accessory during a Felony to Theft from Motor Vehicle	Difficult to evaluate the total effect of the program upon this boy.
3	Anglo	North dropout	15	1)Malicious Mischief 2)Habitual Truancy 3)Beyond Parental Control	None	Back in school now and doing all right. No behavior problems at home.
4	Espano	North dropout	15	1)Habitual Truancy 2)Joyriding	None	Referred for his inability to get himself to do anything. Still not working or in school.
5	Anglo	West	15	1)Runaway Beyond Parental Control 2)City Park Work Crew	None	The effect is beginning to wear off. He needed a longer exposure to help him benefit more.
6	Espano	West		1)Assault and Battery 2)Mountain Parks Work Crew	1)Robbery (Stole a Radio from a Parking Lot Attendant)	Is much more willing to open up to this probation officer. Is easier to reason with. Doing well in school and at work.
7	Negro	East	15	1)Robbery	1)Beyond Parental Control (carrying a concealed weapon)	Over-reacted upon return from the mountains. Since this has happened he has done an excellent job at school and doing well at home. Has increased self-confidence. Good grades and plays on high school baseball team.

(Continued next page)

RESULTS Course 2 (Continued)

Boy	Ethnic Group	School	Age	Previous Court Filings	Court Filings after Course March 1968	Probation Officer Comments December 1968
8	Espano	Grove JH	15	1)Burglary, Theft, Conspiracy	1)Burglary, Theft, Conspiracy 2)Car Theft 3)Mountain Park Work Crew 4)Lookout Mountain School for Boys	Increased his self-confidence but seemed to be at loose ends. Bad choice of companions. Worried about something in his past.
9	Anglo	East	15	1)Burglary, Larceny, Conspiracy	None	Helped immensely in his ability to try and get along with others and how to control his temper. Although he still needs to improve, he is 50% better than he was previous to the course.
10	Espano	Manual	17	1)Joyriding 2)Burglary, Larceny	None	I feel that it helped him find himself...and to communicate with others.
11	Cuban	East	16	1)Runaway 2)Beyond Parental Control	None	Has slightly improved his effectiveness in adjusting to everyday problems. Still having trouble at home.
12	Anglo	Metro Youth Center	16	1)Burglary (Receiving) 2)Beyond Parental Control 3)Mountain Park Work Crew	None	Doing well in school. Working part-time. Moved out of state temporarily.

33% Recidivism Rate

RESULTS
Course 3

Boy	Ethnic Group	School	Age	Previous Court Filings	Court Filings after Course September 1968	Probation Officer Comments December 1968
1	Anglo	East dropout	17	1)Burglary 2)Burglary, Larceny 3)Beyond Parental Control 4)Joyriding	1)Larceny from Motor Vehicle (case not filed upon)	Same boy as before. He's doing the same things at home.
2	Japanese/ Espano	Manual dropout	16	1)Larceny 2)Attempted Use of Credit Card Fraud	None	I feel that there has been more progress than you might believe. His attitude about life in general has improved tremendously.
3	Negro	Manual	17	1)Joyriding 2)Theft	1)Burglary and Conspiracy (discount store in attempt to steal clothes with a group.)	Has given him more confidence, greater reverence for life. He relates much better since his experience with Urban Bound.
4	Negro	Manual	17	1)Joyriding and Larceny 2)Accessory during the fact to shoplift 3)Larceny and Receiving 4)Joyriding and Theft from Motor Vehicle	None	Appears to have some purpose in his life now. Has settled down to his present employment and things appear to be greatly improved. May join the service soon.
5	Espano	East dropout	16	1)Burglary 2)Theft and Conspirac/ 3)Mountain Parks Work Crew	None Parents tried to commit him to Look.Mountain School for Boys but case was appealed and released.	Very poor home situation. Boy has extremely short attention span. Very disturbed parents. Working now and doing very well.
6	Espano	Manual dropout	17	1)Joyriding 2)Burglary and Theft 3)Joyriding 4)Theft 5)Mountain Parks Work Crew	None	Is working now and also attending night school. He is doing very well.

(Continued on next page)

RESULTS Course 3 (Continued)

Boy	Ethnic Group	School	Age	Previous Court Filings	Court Filings after U.B. Course September 1968	Probation Officer Comments December 1968
7	Negro	East dropout	16	1)Burglary 2)Burglary and Theft	1)Aggravated Assault	Not much personality change although he is now attending Art Bragg's Street Academy.
8	Espano	North dropout	17	1)Larceny from Motor Vehicle age 14 2)Disturbance and Intoxication	None	Is off prob ation now and doing well. This experience was a good back-up for him and it helped to keep him out of trouble.
9	Anglo	East dropout	17	1)Joyriding 2)Joyriding and Larceny	None	He definitely acquired a deeper sense of stability. Has decided to move to a relative's house out of state to be able to go straight.

30% Recidivism Rate

APPENDIX B

Delinquency and the OUTWARD BOUND program: An Empirical evaluation of a radical approach to delinquency control.

by William Freeman
Bernard Spilka
Ralph C. Mason

"If one set of characteristics of delinquents is firmly established it relates to the fact that by the middle class standards of our society this group is extremely aggressive and hostile. Not only do delinquents seem to come from an environment which appears to support violent behavior, but it is highly probable that they come to expect success to hinge upon aggressive behavior on the part of themselves and others. Indeed it would seem reasonable to conjecture that the delinquent, much less than the non-delinquent might possess expectations that the consequences of aggression, especially of a physical type, would not be undesirable. Because of the necessarily highly structured form of training that is part of the OUTWARD BOUND curriculum, it was hypothesized that such consequences of agression would, in general, come to be more negatively viewed."

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DENVER PUBLIC SCHOOLS

ROBERT D. GILBERTS, Superintendent

ADMINISTRATION BUILDING • 414 FOURTEENTH STREET • DENVER, COLORADO 80202

DIVISION OF INSTRUCTIONAL SERVICES

EXECUTIVE DIRECTORS:
WYMOND J. EHRENKROOK, Secondary Education
LLOYD B. JONES, Elementary Education

October 24, 1967

Mr. G. William Freeman
Research Director and Program Consultant
Juvenile Court Outward Bound Project
Juvenile Court, City and County Building
Denver, Colorado

Dear Mr. Freeman:

This letter will confirm the decision made to you October 16, 1967, for the Denver public high schools to cooperate with the Denver Juvenile Court in its experimental program for delinquent boys during the 1967-1968 school year. It is our understanding that

1. The Denver Public Schools will have no fiscal responsibility in the project.

2. The Denver public high schools from which the twelve boys are selected for each of the two one-month camp experience will not require the boys to make up missed work, nor should the boys be penalized in their grades. The schools will work with the camp director in translating the camp experience into educational achievement.

3. The schools from which boys are selected will cooperate with the project counselors in their program of intensive counseling for a period of two months following the camp experience.

4. The schools from which boys are selected will assist the project director in his over-all evaluation of the project.

5. The project director will furnish the principals of the schools providing boys a detailed outline of the project objectives and the curriculum being followed at the camp.

Sincerely yours,

Wymond J. Ehrenkrook

Wymond J. Ehrenkrook
Executive Director
Secondary Education

WJE:gim
cc: Dr. R. D. Gilberts, Dr. Franklin Vaughn, each high school principal

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THE DENVER POST Tuesday, Oct. 17, 1967

2— Denver, Colo., Tues., Oct. 17, 1967

Rocky Mountain News
Reg. U.S. Pat. Off.

Court Starts New Juvenile Program

By BARBARA BROWNE
Rocky Mountain News Court Reporter

Denver Juvenile Court will join forces with the famed Outward Bound School in a $30,000 program aimed at rehabilitating juvenile delinquents.

The program—believed the first of its kind in the nation—will feature a month of mountain survival training, combined with a follow up 3-month urban program.

During the three months, youths will be directed daily by counselors in various community work projects and vocational training.

"It amounts to four months of intensive counseling," Juvenile Judge Ted Rubin said. "This is far more than anyone has been able to give the average juvenile offender."

'Excited About It'

"We are very excited about it."

Outward Bound School near Marble, Colo., has been operating a nationally famous summertime school for years in which teenage youths from wealthy families mingle with teenagers from slum areas to learn survival techniques.

Juvenile Judge Philip Gilliam said the school has taken "some of the toughest kids I've ever seen" from Juvenile Court, and done wonders with them."

The angle to the new program is the follow-up, in-city counseling.

"There has been a feeling we give these boys from Juvenile Court a lot of motivation to make something of themselves," William K. Coors, school board of trustees president, said.

"But they get back in their old environment and lose their incentive."

Youths, 15 Through 17

The program will involve youths, 15 through 17 years old brought before Denver Juvenile Court.

It will get under way Oct. 30 with 12 youths being sent through in each group.

Coors said the program is receiving $10,000 from the Boettcher Foundation, $10,000 from the Donner Foundation and $10,000 from other sources.

Federal funds will also be used to finance the program, Judge Gilliam said.

Court, School Chart Aid to Delinquents

A mountain-city counseling program directed at helping juvenile delinquents has been established by Denver Juvenile Court and Colorado Outward Bound School.

The idea is to combine Outward Bound's monthlong, confidence-building mountain training with a followup, three-month Juvenile Court course in community work projects, schoolwork and vocational counseling.

Judge Ted Rubin of Denver Juvenile Court terms the new program "exciting" and said he has high hopes for it.

Beginning Oct. 30, there will be three of the four-month courses each year.

12 BOYS IN GROUP

Assigned to each course will be 12 boys adjudicated as delinquent youths, and their participation will be a condition of their probation. Rubin said the boys will be ones with learning and behavior problems that got them into trouble.

They'll be under the guidance of two full-time counselors during the four-month course—Larry Gilmore of Juvenile Court and Lincoln Axe of Outward Bound.

Both are former public schoolteachers. Gilmore, a probation counselor for three years, also is a [illegible].

Juvenile Court has been sending boys to the Outward Bound Schools near Marble and Silverton for several summers but there's been no full-time follow-up program of counseling when they returned to their regular city environments.

It's hoped that the program in the city will carry on the lessons learned in the mountains.

Judge Rubin said the city course will include schoolwork, community work projects—some with pay—meetings with the boys' families and vocational counseling. Private industry will be asked to provide job training for the boys after the course, and even provide jobs for them if they quit school.

There will also be weekend trips to the mountains to carry on the outdoor training. It will add up to about 40 hours of counseling a week.

The Outward Bound course will be conducted at a camp near Colorado Springs operated by the Boys' Club of Colorado Springs.

The program will cost about $30,000 a year to operate.

The Boettcher and Donner Foundations made grants of $10,000 each. Denver's contributions will be Gilmore's salary. The rest will come from other sources.

The program is the brainchild of William Freeman, Juvenile Court psychologist, and Gary Templin, Outward Bound assistant director.

OCT 24 1967

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APPENDIX E

VOLUNTEER SPONSOR'S INFORMATION SHEET

URBAN BOUND PROGRAM

Urban Bound, a joint project of the OUTWARD BOUND School and the Denver Juvenile Court, is in need of twelve men to continue a program of supportive follow-up contacts with boys who have been involved in this project.

The Project

Urban Bound is designed as a four-month massive intervention experience for groups of twelve boys, ages 15 through 17, who have been referred by probation counselors from Denver Juvenile Court. These boys have in common the fact that each has been functioning poorly in respect to school, home, brushes with the law, or a combination of these. The boys spend 26 days in the mountains as students in a special OUTWARD BOUND School course designed, ideally, to motivate them, to raise their self-images by increasing their confidence, self-reliance and awareness of their own and others' real feelings, and to help them formulate realistic personal goals to pursue upon their return to the city. A usual by-product of the mountain course is the development of mutual trust and a close personal bond between the students and the instructors, who also serve as follow-up staff, working back in the city for the next three months with the same boys they taught and lived with in the mountains. Each instructor works intensively with six boys, keeping close contact with the boy, his family, his teachers and counselors in the school, and his probation officer, and helping him either to find a job or be more effective on one he has already. In addition, the instructor deals with the more crisis-flavored situations which tend to occur more frequently in the life of an adolescent from a troubled background.

Why Sponsors?

Experience with the students in the Urban Bound project is beginning to show that four months is too short a period of follow-up to achieve as much improvement in a boy's functioning as would be desirable. Then, too, the relative suddenness of the termination of the instructor's intensive follow-up work with the boy as the instructor departs to the mountains after four months to work with the next group of twelve, sometimes leaves a boy hanging, with too many problems yet unsolved.

The need thus emerges for a volunteer lay person to work with a boy, in conjunction with the efforts of the instructor during the first three months of follow-up, and more on his own after the instructor has gone to the mountains again with the next group. For greatest efficiency the boy and his volunteer sponsor should ideally get together a time or two before the boy leaves town for his 26 days in the hills. More work could be put in directly helping the boy re-orient himself to his responsibilities back in town upon his return from the mountains, and less staff time spent at this crucial time on the recruitment of volunteer sponsors.

Role of the Sponsor

A prospective sponsor should be a man with a genuine desire to spend some time over an extended period in helping a somewhat shaky adolescent get his feet more firmly on the ground. The nature of his contacts with the boy should

be basically supportive, helping him first of all to think of himself as a person of worth, by treating him as one, and helping him to be more responsible as he relates to his home, school, employer, and recreational pursuits.

The Urban Bound instructor will help the boy and his sponsor get together at first and get their relationship going. His attention will be focused, for the most part, more on dealing with crises and helping work out the many problems which arise concerning all six of his students, while one sponsor works with each boy supportively, helping to keep him going in positive directions. Frequently this last is the most neglected of the instructor's current duties - as he scurries from one crisis to another, he often is unable to spend enough time in a supportive role with the kid who is doing all right, and after awhile he begins to slip back.

How Much Time Will It Take?

There is no easy answer here. Time requirements vary from boy to boy, and from time to time with the same boy. Two key requirements are that the contacts be frequent and without extended lapse, and that the relationship last long enough to do the boy some good. A working minimum has been suggested of two hours of contact per week for a year, but this is not binding in any way. It seems likely that the boy and the sponsor will from time to time be spending an evening, an afternoon, or even a whole week end on some joint recreational or business pursuit, while at other times the contact will be much briefer. Contact should not be allowed to lapse, though, however brief it is at times. Much more important than the actual amount of time spent is what goes on between the boy and the sponsor when they are together.

How to Apply

Interested men should contact any of the following for further information:

Larry Gilmore (433-3978)
Jim Koons (222-0452)
Jack Dempsey (757-0782)

Or contact the Outward Bound school directly.

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URBAN BOUND PROGRESS REPORT
(SAMPLE)

The joint program of OUTWARD BOUND School and the Denver Juvenile Court has now finished the first year of experimental programming. In order to aid us in evaluating the success and/or failure of this program, we need your assistance in providing us with further information concerning the boys involved. Thank you for your efforts on our behalf.

NAME OF BOY: _____ ADDRESS: _____

PROBATION OFFICER: DATE OF COURSE ATTENDED March 1968

BEFORE OUTWARD BOUND COURSE	AFTER OUTWARD BOUND COURSE
1. Nature and date of offenses filed:	Describe fully offenses after the course:
Burg., Larceny & Conspr. 6-28-67	None
2. Cooperation and regularity of reporting:	
Cooperation was good. Many frustrations but reported regularly	Reports regular - much more at ease now.
3. Home Situation: (living with whom and behavior of boy at home):	
With Mom - many problems - constant arguments. Very angry	Griffith Hall - not as angry as before - getting along with others better.
4. School Status: (Truancy, attendance grades, and general conduct):	
Much truancy - fair grades - fair conduct - (~~[redacted]~~ Jr. High)	No truancy - average grades - good conduct East High
If out of school - what is/or was he doing:	

(OVER)

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5. Work History: (stability and conduct in full-time or part-time jobs)

Very stable in job at King Soopers w Alameda. Not working - full time schools

6. Future Plans: (Life goals the boy may have expressed)

Not sure as to finishing schools. Looking forward to graduating -

AS A PROBATION OFFICER WHAT IS YOUR ESTIMATION OF THE EFFECTIVENESS OF THIS PROGRAM WITH THIS BOY?

I believe your program has helped immensely in his ability to try and get along better with others - and how to control his temper a - Although he still has to improve he is 50% better than previously.

Please return as soon as possible to either:

Mr. Larry Gilmore, Denver Juvenile Court or Mr. James Koons,
c/o Colorado OUTWARD BOUND School
5850 East Jewell Avenue
Denver, Colorado 80222

APPENDIX G

"The mountain phase of the Urban Bound program was my single most significant communication with kids in five years of teaching and four years of juvenile court work.

I feel that the technically trained OUTWARD BOUND staff is better utilized in the mountains with teachers carrying on the follow-up phase back in the cities."

Larry Gilmore

March 17, 1969

APPENDIX H

Student Report from Urban Bound #3
(MC-2) Juvenile Court

Joe, 16, attends a Denver High School. He has one sister, and they both live with his grandmother. He was referred to OUTWARD BOUND by the Juvenile Court. During the first few days of the course Joe was very quiet. On the high rappel he said he was frightened, but he went off the cliff the first time in good style.

The five-day expedition for this course was run in the Black Canyon of the Gunnison. Two patrols spent one night on the north rim of the canyon before entering the canyon by a long and tedious gully. The first day Joseph found the walking very hard and wrote in his diary that he was ready to go home. On the second day he fell into the water during a river crossing and got very wet and cold. When he climbed out of the water he managed to see the funny side of the incident and remained cheerful during the walk to the campsite.

The rock climbing on the following day was of a good standard. Joe's judgment and balance was good when climbing. The climb out of the canyon was more difficult than the descent, but Joe took this in stride and did very well when he came to the 300 feet of exposed but easy climbing.

Joe's solo was the high point of the course for him. He had one of the most rewarding solo experiences on the course. His solo diary was excellent in revealing his thoughts during this period: "I am thanking God for these wonderful things I have not seen before and I am telling him my problems for the very first time. I am glad I am doing so because now everything is beginning to look up for me. Before I did not care but now I care about everything and everyone. I see the wrongs I have done and I am going to try my best not to do nothing wrong that I will get in trouble for. I have been lying to myself for the longest time but this time I mean and wrote words from the bottom of my heart."

After the solo the patrol did a work project, on which Joe did more than his share of the work. He was ill for the most part of the final expedition but, as he said in his diary, "I am going to try my best to go on," and he did.

On the last day of the expedition the patrol climbed Uncompahgre, a 14,000-foot peak in the San Juan Mountains. Joe placed 21st in the marathon out of 27.

Joe had a very thoughtful and meaningful experience at OUTWARD BOUND, which should help him a great deal in facing up to his future.

T. Burnell, Instructor

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